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ABSTRACT

An early childhood education program for children of migrant and seasonal farm workers, the project provides a supplemental tutoring program, offered outside of regular school hours, by bilingual adult paraprofessionals who are former migrants or seasonal farm workers. Composed of a "mobile" and a "stationary" program, the project focuses on: (1) developing the child's ability to understand and use both Spanish and English in oral communication, (2) giving bicultural instruction, and (3) reinforcing the child's learning of the basic academic skills of reading and mathematics. In the mobile program, migrant adults are recruited in La Grulla (Texas) and employed year-round to serve the children as they relocate to various work stops. The stationary program serves both migrant children on an in and out basis, and children of seasonal farm workers in permanent locations operating year-round in Connell and Moses Lake, Washington. Covering the stationary program's progress from February 1 through March 31, 1974, this report is limited to reporting on the "start-up" objectives. These include the institutional objective involving coordination with public school personnel, contact with parents, and student enrollment; and the procedural objectives involving recruitment orientation and initial staff training. Since the mobile program is not scheduled for implementation until April 1974, it is not covered. (NQ)

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BILINGUAL MINI-SCHOOL TUTORING PROJECT

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Evaluation Progress report number 1.
March, 1974.
Prepared by Beverly McConnell.

Mabton School District
URRD Project
Urban, Racial, Rural Disadvantage
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BILINGUAL MINI-SCHOOL TUTORING PROJECT

Intermin Evaluation Report

March 1974

The purpose of this document is to provide a progress report on the Mabton School District's URRD Project: Bilingual Mini-School Tutoring Project. This project was initiated February 1, 1974. This report represents the first progress report on this program, covering program operations from February 1 through March 31, 1974.

The present report is limited to reporting on the "start-up" objectives. This includes the institutional objective involving coordination with public school personnel, contact with parents and enrollment of children. It also includes the procedural objectives involving recruitment orientation and initial training of staff necessary in launching the educational program for children. Student outcome objectives are not scheduled for evaluation until June of 1974.

The report has been organized according to the following topical outline:

I. Introduction to the Project

II. Status report on operational procedures outlined in project "time line" for Jan.-March, 1974 period.

III. Findings on project evaluation objectives

IV. Conclusion and recommendations based on evaluation.

Report by: Beverly McConnell, Evaluator

I

Introduction to the Project

The Bilingual Mini-School Tutoring Project is an early childhood education program for the children of migrant and seasonal farm workers. It provides a supplemental tutoring program, offered outside of regular school hours, by bilingual adult paraprofessionals who are themselves former migrants or seasonal farm workers. The focus of this tutoring is to develop the children's ability to understand and use both Spanish and English in oral communication, to give bicultural instruction, and to reinforce the child's learning of the basic academic skills of reading and mathematics.

The Population Served:

There are two components of this program: the mobile program which serves only migrant children from out of state in relocating centers in temporary locations during "the season -- April to October", and the stationary program which serves both migrant children on an in and out basis, and children of seasonal farm workers in permanent locations operating year-round in Connell and Moses Lake, Washington.

The mobile program. Children served in this program come primarily from the town of La Grulla, Texas--a small community located in South Texas only a few miles from old Mexico. Approximately 90% of the families in this community travel north each spring to do migrant farm work. Three years ago a preschool program was initiated whereby adults who move in this yearly migration were recruited and trained as teachers so they could provide educational services to the children both in Texas during the winter, and relocating with them to the north continuing their educational

services in the north through a program entitled Bilingual Mini Head Start. The "Mini" in this title referred to the fact that migrant families do not move in large groups but scatter in many directions. The migrant adult teachers were trained to work by themselves, if necessary, in a "mini" center involving only five to eight children whose families might move together. Because of this flexibility the mobile preschool program found that they were able to continue to serve children from La Grulla in one or more northern locations, reaching 75% of them as they move.

The Bilingual Mini-School Tutoring Project is designed on the same principle. The tutors are migrant adults, recruited in La Grulla, Texas, and employed year round to serve the children as they relocate. The URRD funds are used to pay salaries and related costs only for the tutors during the operation of the program in Washington state (the salaries during the Texas phase of the project coming from another source). And the URRD funds pay only for teacher-tutors working with children of school age (the preschool program, which is ongoing, being financed by other funds).

Children in the school-age program enroll in the regular school program offered in each community to which they move. The tutors offer their program as a supplement to this regular program, outside of school hours. The reasons for having a supplemental program are the following. (1) Many of the schools in the north do not have teaching personnel able to offer bilingual instruction. Through the supplemental tutoring the children can continue to develop their bilingual capability, and

continue their bicultural instruction with much of the cultural heritage from Mexico taught in the Spanish language. (2) The schools in the north utilize a variety of books and methods to teach reading and math which is confusing to children changing schools. The effects of this confusion can be minimized by having the supplemental tutoring use the same books and methods from one site to the next. (3) The children miss a good deal of school because of travel time lost in relocation. The supplemental tutoring will provide additional time in instruction in the basic subject areas during periods the child is in school, overcoming to some extent the disadvantage migrant children have because of time lost.

By special arrangement in the Mabton school district, one teacher tutor will be hired to work with other mobile migrant children, not from La Grulla, but in need of similar instruction.

The stationary program. Children served in this program live for all, or part of the year in Moses Lake, or in Mesa-Connell area of No. Franklin school district. They share manyof the same characteristics as the children in the mobile program: families earn their employment through seasonal farm work; most come from homes in which a language other than English is used; the parents feel their children will benefit from continuing instruction in both Spanish and English and need supplemental help with basic academic subjects of reading and math. The Bilingual Head Mini-Start program has operated for preschool children in these communities, and the school-age tutoring program offers an upward extension of this type of educational effort to children now in school.

Status report on operational procedures outlined in project "time line" for January through March, 1974 period.

The project proposal calls for the following steps to be taken in getting the Bilingual Mini-School Tutoring Project underway. The evaluator has reviewed project operations to indicate the degree of fulfillment of program operations specified to date.

IMPLEMENTATION STEPS PLANNED	EVALUATION FINDINGS
January, 1974.- March, 1974.	
1. Notification of grant award.	1. Anticipated notification Jan. 1, 1974. Actual notification effective February 1, 1974.
2. Selection of teacher-trainee staff.	2. Personnel committees (including parents) met in Moses Lake: Approved transfer of experienced teacher, Delia Garibay, to school age program. Personnel committee in Connell approved hiring of new teacher for school-age program. Began work February 1. Personnel committee in Grulla, Texas hired and began training staff who will be school-age tutors when program begins operation in April.
3. Preparation of roster of eligible children in each area. (Moses Lake and No. Franklin school district. Roster for mobile project to be developed in April.)	3. Roster of 32 children who are "graduates" of the Bilingial Mini Head Start program developed for Moses Lake. Roster of 22 children in Connell who are "graduates" of BHHS and still in area, or expected back.
4. Contact with parents about interest in participation.	4. Contact with all parents in Moses Lake completed during December, '7 Letters from many parents indicat interest in this tutoring program being established submitted with proposal requesting funding. Contact with parents in No.Frankl school district area completed during February and early March. Nineteen of 22 parents reached-- other three couldn't be located o are migrant families not yet back

(CONTINUED)

IMPLEMENTATION STEPS PLANNED	EVALUATION FINDINGS
5. Contact schools and families to work out acceptable arrangement regarding time and place for tutoring.	5. Moses Lake: Contact by Site Coordinator with administrative personnel at each of the three schools to which BMHS children go Longview - Mr. Hendrick Cardne Height - Mr. Repozo Midway - Mr. Ron Zieker and Mr. Don Ricks Connell-Mesa-Basin City schools contacted in No. Franklin school district by Jeanie Enriquez, trainer (administrator this area) Mesa-Mr. Hackney (Jan. 23, 1974) explained program. Mr. Hackney offered space in portable classro if needed, until April, or offere to make other contacts for possib space. (Mar. 3, 1974 contact to give notes signed by parents auth izing a driver to pick up Mesa children at school and transport them to the BMHS center in Connel for tutoring.) Connell-Mr. Arnold (Nov.1973) He was enthusiastic about what program might do for children who attend only a short time in fall then come back in spring, much behind other children. Mesa-Mr. Hackney (March 2, 1973) Requested (and granted) p rmissio to move two children from afterno to morning kindergarten so they could attend tutoring in afternoo
6. Final approval of schedule for tutoring, time and place.	6. Moses Lake-Obtained McKosh Recreation Center for tutoring program. Connell--most convenient location appeared to be Connell BMHS cente Schedule established to allow tutoring either 4 or 5 days a wee for all children enrolled. A min mum of 90 minutes (for after scho children in first grade) and long for kindergarten children attendi in the "other" half day during which they are not at kindergarte Curriculum includes: instruction math, reading, language (with at least once a week in cultural her tage) and time for independent wo Kindergarten children(who attend longer time)(also get handwriting.

(CONTINUED)

IMPLEMENTATION STEPS PLANNED	EVALUATION FINDINGS
7. Contact with public school teachers.	7. Moses Lake teacher contacts: Mrs. Kawaskie, Mrs. Walster, Mrs. Albrich, Mrs. Low, and with Miss Teresa Garcia, a migran aide for the public school. Connell-Mesa-Basin City teacher contacts: Mrs. Baron and Mrs. Cerna (visited program), Miss Hayes, Miss Cardinerro (also visited program).
8. Training of teaching-tutors.	8. During Jan-March period Moses Lak teacher, Delia Caribay received training and was observed by trainers on (a) dual language teaching (b) two observations on behavior modification teaching methodology (c) teaching math using programmed Singer Sets and Numbers. During Jan-March period Connell teacher, Margarita Perez had training and was officially obser on training units (a) use of behavior modification teaching mthods--two observations (b) teac ing math using programmed Singer Sets and Numbers, (c) Orientation to Classroom teaching. In addition both teachers partici pated in a three day workshop by Rob Robinson (Student Behavior La consultant from Lawrence, Kansas) and Joan Brigham (curriculum consultant from WSU-Pullman.)
9. Tutoring sessions begin with children, documented by weekly curriculum progress reports.	Because of advance preparations Moses Lake had 9 children enrolle and attending from February 1, an Connell 2 children. Additional enrollments during February and March brought enrollment up to 20 in Moses Lake, and 9 in Connell by the end of March. Weekly curriculum progress report submitted since Feb. 1 on all children.
10. Collection of data for evaluation.	10. Site coordinator and Connell trainer submitted required report on school and parent contacts and enrollment progress. Trainers and consultants reports training. Teachers curriculum progress reports.

III

Findings on Project Evaluation Objectives

Institutional Objective

1.1 Project administrative staff will arrange with the schools of each target school district in which Mini Head Start children are enrolled in public school, and with the children's families for a time and place for children to receive tutoring to supplement the regular school program as evidenced by reports of contacts made with school officials and parents and enrollment in regular tutoring for at least 80% of the eligible children in each district.

FINDINGS:

Schools in which MHS children are enrolled:	Contacts made with school administrators.
Mesa-Basin City	Yes
Connell Elementary	Yes
Moses Lake:	
Longview	Yes
Garden Height	Yes
Midway	Yes

Contacts made with school administrative staff 100%

Parents of eligible children	Contacted
32 families	32 families
22 families	19 families*

Contacts with families of eligible children 94%

(* families of remaining children have moved or were migrant families expected back, but not yet returned)

Number of eligible children for tutoring program:	Actually enrolled
Moses Lake school district 32	20 (63%)
No. Franklin school district 22	9 (41%)

Combined total enrollment 54%

INTERPRETATION OF FINDINGS:

The actual number of children the program anticipated serving was given in the project proposal as ten per teacher-tutor. The actual number of children enrolled exceeds this number, and necessitated employing part-time assistance for the Moses Lake program using funds from another program.

When the project proposal was written, indicating a goal of 80% enrollment of eligible children, it was not known that the number of eligible children was as large as it is.

Procedural Objectives

2.1 Tutoring teacher-trainees will teach children using both Spanish and English following the plan for alternating language use recommended to them by the educational director, as verified by observation of bilingual teaching made by the trainers or educational director at least twice during the period of the program operation.

FINDINGS:

During the 2 months of program operation covered by this evaluation training was conducted in methods of dual language teaching by the Educational Director (who flew up from Texas for this purpose). Subsequently formal evaluation of teaching performance in dual language teaching was completed by the Connell trainer of the two people doing tutoring in the Moses Lake program. No formal observation was completed for the tutor working in the No. Franklin school district within the time period covered by this report.

2.2 Tutoring teacher-trainees will give instruction in at least one lesson from the curriculum of bicultural materials each month, as documented by reports of curriculum materials taught to each child submitted to the project evaluator weekly.

FINDINGS:

Cultural heritage lessons taught in Moses Lake program during evaluation period:

Used Mexican pictures on bark (discussion of materials, colors)
Book about Papacito and his family (how Mexican family greets each other in the morning, cook their meals, do shopping, tend the garden, wash clothes, prepare for bedtime -- used for Spanishlanguage practice as well)
Stories from Mexico (The Sleepy Man and In through the window)
Musical chairs using record "Juegos Infantiles de Mexico"
Taught songs San Serafin, Don Piruli, Que llueva, Que llueva.
Song: Temprano

Cultural heritage lessons taught in Connell program during evaluation period:

Taught songs "El burrequito" and "Naranja Dulce, Limon Partido"
For U.S. culture - Valentine party
Taught song "La Batalla"
Story "Afuera"
Taught songs "Temprano" and "La Batalla"
Spanish language game "Simon dice"

Criterion level of "at least one cultural heritage lesson per month " met and exceeded.

Procedural Objectives

2.3 Tutoring teacher-trainees will give instruction in the academic skills of reading, math and handwriting using the Sullivan Reading, Singer Math, and Write and See Handwriting series (or substitute materials approved by the educational director) as documented by the reports of curriculum materials taught to each child submitted to the project evaluator weekly.

FINDINGS:

Teachers have given each child lessons in the approved curriculum materials for math and reading. Handwriting was eliminated so far as first grade children were concerned because of the shortness of time available for after school tutoring.

The project is in the process of acquiring DISTAR language materials, in Spanish (as translated by the East Las Vegas, New Mexico Follow Through program authorized by Jean Osborn, author of the English version). These materials will be put into use based upon the recommendation of the educational director as soon as the materials can be purchased.

The mobile phase of the program is not scheduled for implementation until April, 1974. Student outcomes are not scheduled for evaluation until June, 1974.

IV

Conclusion and recommendations based on evaluation.

1. All procedural tasks called for in the project work program have been fully implemented and the project is on schedule in this respect.

2. The coordination with schools in the districts served by this program has been carried out, and a cooperative effort between the schools and the supplementary tutoring program is being implemented.

3. The number of children eligible for and wanting a supplementary tutoring program exceeded original estimate. Actual numbers of children enrolled exceeded project objectives. The percentage of children enrolled fell short of project objectives.

4. An intensive training program has been carried out in order that the tutoring teachers could quickly achieve a degree of excellence in their work. The minimum training schedule mentioned in the project proposal (one unit of training completed per six weeks) has been exceeded.

5. Because of advance planning enrollment and service began from the first day of funding with no lost time.

6. Documentation of program efforts are being met by all staff members so that evaluation efforts are being fully met.

Recommendation:

1. The project objective involving enrollment of children should be revised for the coming program year so that it is based on a reasonable service load per staff person employed rather than a percentage of eligible children.